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ABSTRACT

With the objectives of assisting state educators in designing school leadership programs, school administrators in Tennessee were surveyed to determine levels of training and perceived training needs. Questionnaires were administered in 1986 to school board members, principals, and superintendents. Part 1 of the questionnaire dealt with biographical and professional characteristics. The questionnaire and nine tables that summarize findings are appended and comprise nearly one-half of the document. Data gathered on demographic characteristics include age, sex, years of experience in educaiton and as an administrator, and undergraduate and graduate preparation. Recommendations derived from these data suggest that results be compared with relevant national and regional studies. Part 2 requested respondents to rank 15 topics that might prove beneficial for training/inservice activities. The following observations are made: (1) The need for first priority was ranked differently by each of the three groups; for example, "law/policy" ranks very high among board members and very low among principals and superintendents. (2) Leadership was in the top three needs identified by each group. (3) Principals and superintendents ranked public relations higher than did board members. The inservice needs identified in this survey therefore indicate areas that administrator education and reform efforts should address. (CJH)

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DEVELOPMENTAL NEEDS DATA AS DETERMINANTS FOR PROFESSIONAL DEVELOPMENT OFFERINGS IN UNIVERSITY SETTINGS

The Southern Regional Council on Educational Administration for Presentation at

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EA 019 001

A SURVEY OF EDUCATIONAL PREPARATION TRAINING, AND RESEARCH TRAINING NEEDS OF EDUCATIONAL LEADERS IN EAST TENNESSEE

RATIONALE

With all the research on Effective Schools over the last few years, there is a need to develop a procedure to ascertain what are the specific training needs of the educational leaders in East Tennessee. This study will provide a means to obtain information concerning levels of training and training needs of educational leaders in East Tennessee.

At this time, information had not been gathered by the Tennessee Department of Education, Upper East Tennessee Educational Cooperative, or the University as to the educational preparation or training needs of educational leaders in East Tennessee.

INTRODUCTION

The study was developed to assist the Department of Supervision and Administration in designing programs to meet the current expressed needs of school leaders. The project was funded by a research grant awarded by the Research Development Committee, East Tennessee State University.

The purpose of the study was to determine levels of training and perceived training needs of school board members, principals, and superintendents in the First Educational District of Tennessee (see Appendix A). This district is located in the northeastern area of the

state and is made up of fourteen school systems, eight county and six city. Participating in the study were eighty-four school board members who were serving as elected officials. Eight elected county superintendents and six appointed city superintendents also took part in the study. One hundred seventy-five principals in the district also participated.

During May of 1986 questionnaires dealing with biographical and professional characteristics were distributed to area educational leaders (see Appendix B). The rate of return was 35.7 percent for school board members, 69.1 percent for principals, and 92.8 percent for superintendents. Responses from three principals were not used because they arrived after the data had been compiled.

INSTRUMENTATION

Part one of the questionnaire contained nine questions concerning demographic characteristics of the leaders. The results have been summarized in the following sections.

Responses were also summarized into a series of Tables (1-9) to correspond with the questionnaire (see Appendix C).

Age

First District school board members, principals, and superintendents were requested to mark the age category to which each belonged. Results of the collected data showed thirteen of thirty respondents (43 percent) were between the ages of forty and forty-nine. Seven board members (23 percent) were younger at thirty to thirty-nine. Six (20 percent) were in the fifty to fifty-nine age category, while four (13 percent) were sixty years or older.

Data collected from principals indicated forty-one (34 percent) between forty and forty-nine. One principal (1 percent) was in the twenty to twenty-nine age group. Thirty-two (26 percent) were in the thirty to thirty-nine age group. Thirty-three principals (27 percent) were fifty to fifty-nine years old. Fourteen principals (12 percent) were sixty years or older.

Data concerning the age of superintendents reflected five (38 percent) in the forty to forty-nine age range. Four superintendents (31 percent) were younger at thirty to thirty-nine and four were older (31 percent) at age fifty to fifty-nine. There were no superintendents in the sixty years or older category (see Appendix C).

Sex

First District school board members, principals, and superintendents were requested to mark the appropriate gender. Results of the data indicated the majority of educational leaders in the Upper East Tennessee area were males. Twenty-four (80 percent) of thirty school board members responding were classified as males. One hundred two respondents of one hundred twenty-one principals (84 percent) were classified as males. All thirteen of the responding superintendents were classified as males. In comparison, six school board members (20 percent) and nineteen principals responding (16 percent) were classified as females. There were no female superintendents in the First District (see Appendix C).

Years of Experience in Education

First District school board members, principals, and superintendents were requested to mark one of five categories indicating the number of years of experience in education. Results of the data indicated nine school board members (30 percent) had between two and four years of

experience in education. Five (17 percent) reported five to nine years of experience. Seven school board members (23 percent) had from ten to nineteen years of experience, while three (10 percent) had twenty years or more. Six (20 percent) gave no response.

The overwhelming majority of principals had extensive experience in the field of education. Sixty-nine (57 percent) reported having twenty or more years of experience. Forty-six respondents (38 percent) had between ten and nineteen years, while six (5 percent) reported five to nine years of experience in education.

Superintendents also reported having extensive experience in education. Eight of thirteen respondents (62 percent) had twenty or more years of experience, while five (38 percent) indicated ten to nineteen years in education (see Appendix C).

Years of Experience as School Board Member, Principal, or Superintendent

First District school board members, principals, and superintendents were requested to mark one of five categories indicating the number of years of experience as a school board member, principal, or superintendent. Examination of the data showed only one school board member (3 percent) in the first year of service. Fourteen respondents (47 percent) had served from two to four years on the school board. Six (20 percent) had served from five to nine years, while four (13 percent) had served between ten and nineteen years. Three school board members (10 percent) had served for twenty years or more. Two (7 percent) gave no response.

Results of the data also showed seven principals (6 percent) serving in their first year. Fifteen (12 percent) reported two to four years

of experience as principal. Thirty-six (30 percent) had served as principal for five to nine years. Forty-five principals (37 percent) reported ten to nineteen years of service. Eighteen respondents (15 percent) had been principal for twenty years or more.

Of the superintendents reporting one (8 percent) indicated two to four years of experience. Six (46 percent) had between five and nine years of experience as an administrator. Five (38 percent) had served from ten to nineteen years and one (8 percent) had been superintendent for twenty years or more (see Appendix C).

Undergraduate Preparation

First District school board members, principals, and superintendents were requested to supply their major area of preparation at the undergraduate level, if applicable. Collected data showed nineteen of thirty school board members (63 percent) received undergraduate training. Seven respondents (23 percent) listed business as their major area of study. The remaining twelve (40 percent) indicated a variety of majors none of which were in the field of education. Another eleven (37 percent) gave no response.

The responses of principals indicated twenty-five (21 percent) had received undergraduate preparation in the field of education. Seventeen (14 percent) listed health and/or physical education as their major. Fifteen (12 percent) had majored in history and ten (8 percent) indicated business as their area of training. The remaining forty-six (38 percent) listed a variety of majors only one of which was supervision. Eight (7 percent) gave no response.

The data for superintendents showed diversity in their undergraduate preparation. Three (23 percent) had majored in education. Two (15 percent)

listed business and two (15 percent) science. The remaining six (46 percent) indicated a variety of subject areas one of which was supervision (see Appendix C).

Graduate Preparation

First District school board members, principals, and superintendents were requested to supply their major area of preparation at the graduate level, if applicable. Examination of the data showed very few school board members had received graduate training. Four (13 percent) had studied supervision and administration. One (3 percent) held a graduate degree in elementary education, one (3 percent) in engineering, and another (3 percent) had received training as a doctor. Twenty-three school board members (77 percent) did not respond.

Eighty-three principals (69 percent) had received graduate degrees in supervision and administration. Twenty-two others (18 percent) indicated training in or related to education. The remaining sixteen respondents (13 percent) reported graduate degrees in various subject areas.

Eleven of thirteen superintendents (85 percent) held graduate degrees in supervision and administration. One (8 percent) indicated a degree in business administration and one (8 percent) responded degree work (see Appendix C).

Recent Graduate Work

First District school board members, principals, and superintendents were asked to mark one of four categories indicating when their last graduate work was taken, if applicable. Collected data from school board members showed two (7 percent) indicated one year ago or less. One (3 percent) marked two to four years ago. Two (7 percent) indicated

five to nine years ago. Seven (23 percent) said it had been ten or more years ago. Eighteen (60 percent) gave no response.

Examination of the data from principals showed twenty (17 percent) had taken graduate work one year ago or less. Thirty-eight (31 percent) marked two to four years ago. Forty-one (34 percent) indicated five to nine years ago. Twenty (17 percent) said it had been ten or more years ago. Two principals (2 percent) gave no response.

Data from superintendents showed none had taken graduate work in the last year. Six (46 percent) marked two to four years ago. Five (38 percent) indicated five to nine years ago. Two (15 percent) said it had been ten or more years since taking graduate work (see Appendix C).

Recent Workshop/Inservice

First District school board members, principals, and superintendents were asked to mark one of four categories indicating when they had taken their last workshop/inservice activity. Data collected from school board members indicated eighteen (60 percent) were presently involved in workshops or inservice activities. Eight (27 percent) marked two to four years ago. Four (13 percent) gave no response.

Eighty-two principals (68 percent) indicated they were presently taking workshops or inservice activities. Thirty-one (26 percent) marked two to four years. Five (4 percent) indicated it had been five to nine years since their last workshop. Only two (2 percent) stated it had been ten or more years since their last workshop or inservice activity. One (1 percent) gave no response.

The data collected from superintendents showed ten (77 percent) presently taking workshops or inservice activities. One (8 percent) marked two to four years and two (15 percent) indicated five to nine years since their last inservice activity (see Appendix C).

Formal Education

First District school board members, principals, and superintendents were asked to mark one of five categories indicating the highest degree held. Examination of the data indicated seven school board members (23 percent) answered high school diploma. Seventeen (57 percent) held a B.S./B.A. Degree. Four (13 percent) held M.A./M.S./M.Ed. Degrees. Two (7 percent) had obtained an Ed.D./Ph.D. Degree. There were no school board members with Ed.S. Degrees.

The collected data showed no principals with the minimum of a high school diploma. Seven principals (6 percent) held B.A./B.S. Degrees. Eighty-seven (72 percent) held M.A./M.S./M.Ed. Degrees. Nineteen (16 percent) had Ed.S. Degrees and eight (7 percent) had Ed.D./Ph.D. Degrees.

The data for superintendents showed none with the minimum of a B.A./B.S. Degree. Seven (54 percent) held M.A./M.S./M.Ed. Degrees. One (8 percent) had an Ed.S. Degree. Five (38 percent) had obtained Ed.D./Ph.D. Degrees (see Appendix C).

CONCLUSIONS

The results obtained from the survey will better assist the College of Education and the Department of Supervision and Administration to meet the current needs of school leaders. Programs will be developed which would include small groups, presentations by nationally recognized leaders in Leadership Skills, Curriculum and Instruction, and School and Family. All programs developed will reflect the needs of educational leaders in East Tennessee from data gathered in this study. Development of a closer working relationship between the University and local educational leaders will be an additional expected benefit.

In conclusion, this study will assist in the development and implementation of a Management Institute (MI) at ETSU, which will have a positive impact on educational leaders in East Tennessee.

The information collected will be shared with the Tennessee Department of Education and the Upper East Tennessee Educational Cooperative. The data from this study will be published in State and Regional professional journals.

RECOMMENDATIONS

It is recommended that comparisons be made between the results of this research project and national and regional studies relating to school board members, principals, and superintendents. Further, studies should be made concerning differences in response according to age, sex, educational level, appointed or elected superintendents, etc.

OBSERVATIONS

Part two of the questionnaire requested First District school board members, principals, and superintendents to rank in priority order fifteen topics which might prove beneficial for training/inservice activities. The following observations were made from this ranking:

1. The need of first rank for each of the three groups was different. Moreover the degree of difference was more pronounced for the first ranked item than for other items.

Item	Rank		
	P	S	B
Curriculum & Inst.	1	12	6
Effective Schools	6	1	4
Law/Policy	14	15	1

Law/Policy may rank very high with board members and very low with principals and superintendents for a couple of reasons. First, board

members must be very conscious of the law and probably feel the need to know more about it. Their primary function is setting policy. Second, principals and superintendents may feel that their training has adequately prepared them in this area.

2. Leadership was in the top three needs identified by principals (ranked 3), superintendents (ranked 2) and board members (ranked 3). If a school system wished to offer training in only one area, leadership training would meet the needs of all three groups.

3. Effective schools was also ranked quite high. Need for inservice in this area was ranked 6 by principals, 1 by superintendents, and 4 by school board members.

4. Although the list of needs included 15 items the range between the top ranked item and lowest ranked item was much less than 15. For the principals the range was 6.41. For superintendents it was 4.77 and for board members it was 6.64. This tendency of the average rankings to cluster indicates that most of the items were viewed as needed areas of inservice.

5. Classroom management is one of the lowest ranked items by all three groups. This is not surprising because principals, superintendents, nor board members are involved directly in classroom management. Since principals work with teachers in this area, the fact they ranked it higher than superintendents or board members is not surprising.

6. Principals and superintendents ranked public relations higher than did board members. This could imply that for some reason they think it is more important or perhaps board members just felt they were already prepared in this area.

7. If the rankings are divided into a top half and a bottom half, the following items are in the top half of all three groups.

Item	Ranked		
	P	S	B
Effective Schools	6	1	4
Leadership	3	2	3
Public Relations	7	4	7

The following items are in the bottom half of all three groups.

Item	Ranked		
	P	S	B
Problem Solving	9	9	9
Classroom Management	10	12	13
Organizational Govern.	15	8	11

If reform and renewal efforts in the school systems located in the service area of East Tennessee State University are to be successful, the inservice needs identified in this survey should be addressed. An analysis of the data gathered in the survey can provide direction for the College of Education in its continuing efforts to assist educators in the area (see Appendix D).

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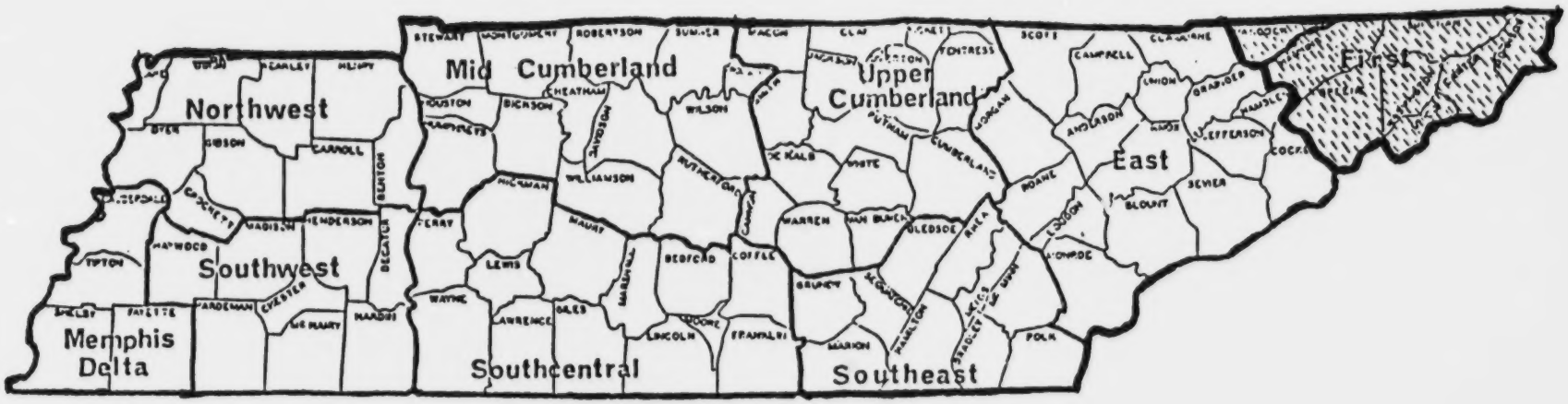
APPENDICES

APPENDIX A



THE FIRST EDUCATIONAL DISTRICT

COUNTY SCHOOL SYSTEMS

CARTER
GREENE
HANCOCK
HAWKINS
JOHNSON
SULLIVAN
UNICOI
WASHINGTON

CITY SCHOOL SYSTEMS

BRISTOL
ELIZABETHTON
GREENEVILLE
JOHNSON CITY
KINGSPORT
ROGERSVILLE

APPENDIX B

B I O G R A P H I C A L D A T A

___School Board Member ___Principal ___Superintendent
___Elected
___Appointed

1. Sex:

   (1)_____Male (2)_____Female

2. Age Range:

   (1)_____20-29 (4)_____50-59

   (2)_____30-39 (5)_____60 - over

   (3)_____40-49

3. Years of Experience in Education:

   (1)_____1st year (4)_____10-19 years

   (2)_____2-4 years (5)_____20 or more years

   (3)_____5-9 years

4. Years of Experience as a Principal or Supervisor or Superintendent or School Board Member:

   (1)_____1st year (4)_____10-19 years

   (2)_____2-4 years (5)_____20 or more years

   (3)_____5-9 years

5. What was your major area of preparation at the undergraduate level (if applicable)?

   _____

6. What was (or is) your major area of preparation at the graduate level (if applicable)?

_____

7. When was your last graduate work taken (if applicable)?

(1)_____1 year ago (or less)

(2)_____2-4 years ago

(3)_____5-9 years ago

(4)_____10 or more years ago

8. When was your last workshop/inservice activity taken?

(1)_____Presently

(2)_____2-4 years ago

(3)_____5-9 years ago

(4)_____10 or more years ago

9. What is the highest degree you hold?

_____High School Diploma

_____B.A. / B.S. Degree

_____M.A. / M.S. M.Ed. Degree

_____Ed.S. Degree

_____Ed.D. / Ph.D. Degree

PLEASE TURN THE PAGE TO ANSWER QUESTIONS 10 and 11.

T R A I N I N G

10. What training /inservice activities do you feel would be beneficial for you in your current position? Please rank in priority order from 1(highest) to 15 (lowest)

_____Staff Evaluation

_____Public Relations

_____Classroom Management

_____Time Management

_____Curriculum and Instruction

_____Effective Schools

_____Staff Development

_____Problem Solving

_____Leadership

_____Supervision

_____Budget

_____Organizational Governance

_____Law / Policy

_____Organizational Communication

_____Decision Making

11. Please add training /inservice activities that you feel are needed and have not been identified in question 10.

_____

_____

_____

THANK YOU FOR YOUR COOPERATION!

APPENDIX C

Table 1

Age Range

Age Range	School Board Member N		Principal N		Superintendent N	
20 - 29 years	0	-	1	(1%)	0	-
30 - 39 years	7	(23%)	32	(26%)	4	(31%)
40 - 49 years	13	(43%)	41	(34%)	5	(38%)
50 - 59 years	6	(20%)	33	(27%)	4	(31%)
60 - over	4	(13%)	14	(12%)	0	-
TOTALS	30	(99%)*	121	(100%)	13	(100%)

*The total does not equal 100% due to rounding.

Table 2

Sex

Sex	School Board Member N		Principal N		Superintendent N	
Males	24	(80%)	102	(84%)	13	(100%)
Females	6	(20%)	19	(16%)	0	-
TOTALS	30	(100%)	121	(100%)	13	(100%)

Table 3

Experience in Education

Experience	School Board Member N		Principal N		Superintendent N	
1st year	0	-	0	-	0	-
2 - 4 years	9	(30%)	0	-	0	-
5 - 9 years	5	(17%)	6	(5%)	0	-
10 - 19 years	7	(23%)	46	(38%)	5	(38%)
20 or more	3	(10%)	69	(57%)	8	(62%)
no response	6	(20%)	0	-	0	-
TOTALS	30	(100%)	121	(100%)	13	(100%)

Table 4

Experience as School Board Member, Principal, or Superintendent

Experience	School Board Member N		Principal N		Superintendent N	
1st year	1	(3%)	7	(6%)	0	-
2 - 4 years	14	(47%)	15	(12%)	1	(8%)
5 - 9 years	6	(20%)	36	(30%)	6	(46%)
10 - 19 years	4	(13%)	45	(37%)	5	(38%)
20 or more	3	(10%)	18	(15%)	1	(8%)
no response	2	(7%)	0	-	0	-
TOTALS	30	(100%)	121	(100%)	13	(100%)

Table 5

Undergraduate Preparation

Major	School Board Member N	Principal N	Superintendent N
Accounting	2	1	
Art		1	
Biology	2	8	1
Business	7	11	2
Chemistry	1	3	
Communication	1		
Economics	1		
Education			3
Elementary Education		22	
Engineering	1		
English	1	6	1
Foreign Language		2	
Health/Physical Education		17	1
History		15	
Industrial Arts		2	1
Math	2	4	1
Music	1	1	
Political Science		3	
Pre Law		1	
Science		3	2
Secondary Education		3	
Social Studies		7	
Speech Education		2	
Supervision		1	1
No response	11	8	
TOTALS	30	121	13

Table 6

Graduate Preparation

Major	School Board Member N	Principal N	Superintendent N
Business Administration			1
Counseling		1	
Curriculum		1	
Degree Work			1
Doctor	1		
Education		7	
Educational Leadership		2	
Elementary Education	1	4	
Engineering	1		
English		1	
Industrial Education		1	
Law Administration		1	
Library Science		1	
Master of Arts in Teaching		3	
Math		1	
Middle School		1	
Political Science		1	
Principalship		2	
Psychology		1	
Reading		2	
Science		1	
Secondary Education		1	
Supervision and Administration	4	83	11
Vocational Technology		1	
No response	23	5	
TOTALS	30	121	13

Table 7

Graduate Work

Length of Time	School Board Member N		Principal N		Superintendent N	
1 year or less	2	(7%)	20	(17%)	0	-
2 - 4 years	1	(3%)	38	(31%)	6	(46%)
5 - 9 years	2	(7%)	41	(34%)	5	(38%)
10 or more	7	(23%)	20	(17%)	2	(15%)
no response	18	(60%)	2	(2%)	0	-
TOTALS	30	(100%)	121	(101%)*	13	(99%)*

*The total does not equal 100% due to rounding.

Table 8

Workshop/Inservice Activity

Length of Time	School Board Member N		Principal N		Superintendent N	
Presently	18	(60%)	82	(68%)	10	(77%)
2 - 4 years	8	(27%)	31	(26%)	1	(8%)
5 - 9 years	0	-	5	(4%)	2	(15%)
10 or more	0	-	2	(2%)	0	-
no response	4	(13%)	1	(1%)	0	-
TOTALS	30	(100%)	121	(101%)*	13	(100%)

*The total does not equal 100% due to rounding.

Table 9

Formal Education

Educational Level	School Board Member N		Principal N		Superintendent N	
High School Diploma	7	(23%)	0	-	0	-
B.A./B.S. Degree	17	(57%)	7	(6%)	0	-
M.A./M.S./M.Ed. Degree	4	(13%)	87	(72%)	7	(54%)
Ed.S. Degree	0	-	19	(16%)	1	(8%)
Ed.D./Ph.D. Degree	2	(7%)	8	(7%)	5	(38%)
TOTALS	30	(100%)	121	(101%)*	13	(100%)

*The total does not equal 100% due to rounding.

APPENDIX D

TABLE 1

Table of Average Ranks of Inservice Needs of Principals, Superintendents, and School Board Members Arranged According to Principals' Needs

Inservice Need	Average Ranking of Inservice Need		
	Principals	Supts.	Board Mem.
Curriculum & Instruction	4.66	8.69	6.60
Staff Evaluation	6.05	9.50	6.40
Leadership	6.35	5.15	6.00
Staff Development	6.62	6.31	9.37
Time Management	6.84	8.46	10.88
Effective Schools	6.99	4.85	6.19
Public Relations	7.43	7.92	6.63
Supervision	7.88	8.08	10.00
Problem Solving	8.14	8.46	8.30
Classroom Management	8.54	9.00	10.79
Decision Making	8.65	8.08	5.89
Organizational Communications	9.32	8.46	7.79
Law/Policy	9.67	9.62	4.24
Organizational Governance	11.07	8.46	9.88

TABLE 2

Table of Average Ranks of Inservice Needs of Principals, Superintendents, and School Board Members Arranged According to Superintendents' Needs

Inservice Need	Average Ranking of Inservice Need		
	Principals	Supts.	Board Mem.
Effective Schools	6.99	4.85	6.19
Leadership	6.35	5.15	6.00
Staff Development	6.62	6.31	9.37
Public Relations	7.43	7.92	6.63
Decision Making	8.65	8.08	5.89
Supervision	7.88	8.08	10.00
Organizational Communications	9.32	8.46	7.79
Organizational Governance	11.07	8.46	9.88
Problem Solving	8.14	8.46	8.30
Time Management	6.84	8.46	10.88
Curruculum & Instruction	4.66	8.69	6.60
Classroom Management	8.54	9.00	10.79
Staff Evaluation	6.05	9.50	6.40
Law/Policy	9.67	9.62	4.24

TABLE 3

Table of Average Ranks of Inservice Needs of Principals, Superintendents, and School Board Members Arranged According to Board Members' Needs

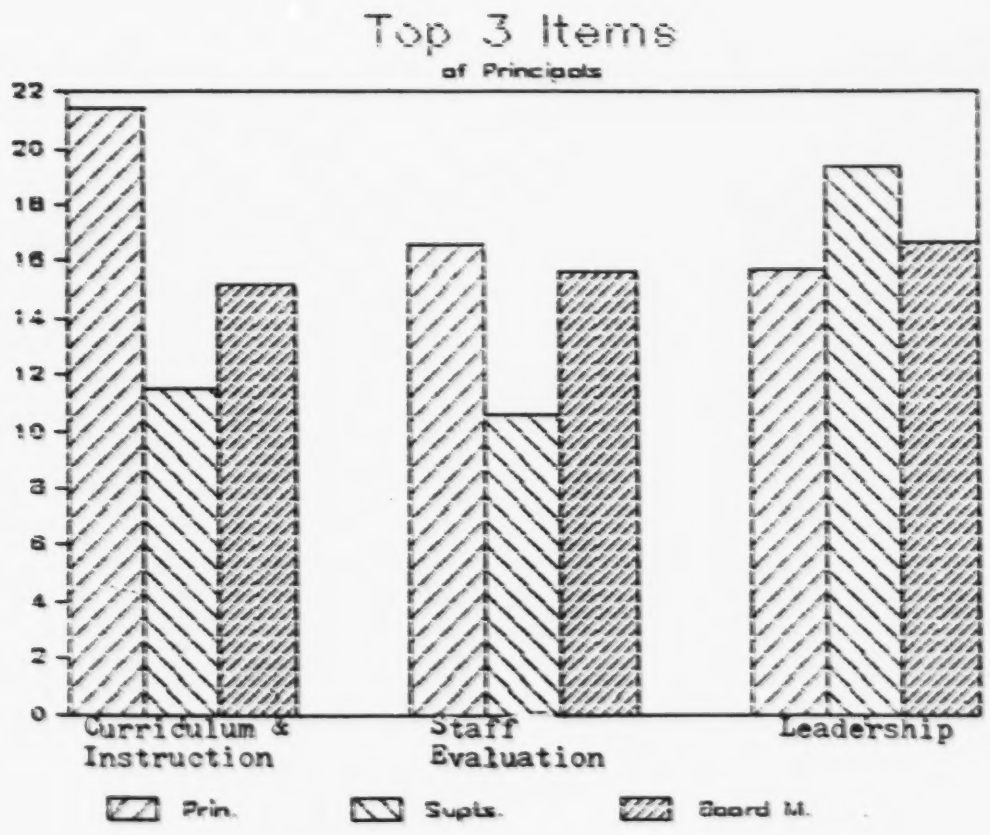
Inservice Need	Average Ranking of Inservice Need		
	Principals	Supts.	Board Mem.
Law/Policy	9.67	9.62	4.24
Decision Making	8.65	8.08	5.89
Leadership	6.35	5.15	6.00
Effective Schools	6.99	4.85	6.19
Staff Evaluation	6.05	9.50	6.40
Curriculum & Instruction	4.66	8.69	6.60
Public Relations	7.43	7.92	6.63
Organizational Communications	9.32	8.46	7.79
Problem Solving	8.14	8.46	8.30
Staff Development	6.62	6.31	9.37
Organizational Governance	11.07	8.46	9.88
Supervision	7.88	8.08	10.00
Classroom Management	8.54	9.00	10.79
Time Management	6.84	8.46	10.88

TABLE 4

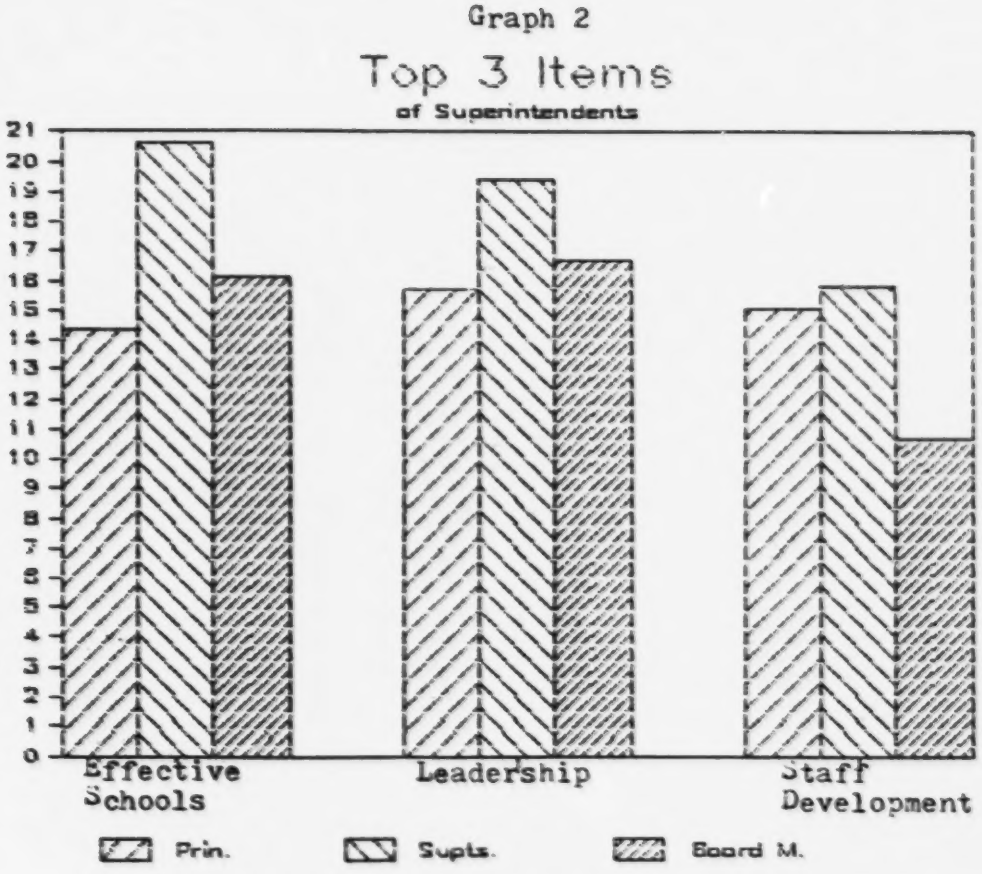
Table of Average Ranks of Inservice Needs of
Principals, Superintendents, and School Board Members
Arranged According to Superintendents' Needs

Inservice Need	Average Ranking of Inservice Need			100 Times Rank Reciprocals		
	Principals	Supts.	Board Mem.	Prin.	Supts.	Board M.
Effective Schools	6.99	4.85	6.19	14.31	20.62	16.16
Leadership	6.35	5.15	6.00	15.75	19.42	16.67
Staff Development	6.62	6.31	9.37	15.11	15.85	10.67
Public Relations	7.43	7.92	6.63	13.46	12.63	15.08
Decision Making	8.65	8.08	5.89	11.56	12.38	16.98
Supervision	7.88	8.08	10.00	12.69	12.38	10.00
Organizational Communications	9.32	8.46	7.79	10.73	11.82	12.84
Organizational Governance	11.07	8.46	9.88	9.03	11.82	10.12
Problem Solving	8.14	8.46	8.30	12.29	11.82	12.05
Time Management	6.84	8.46	10.88	14.62	11.82	9.19
Curriculum & Instruction	4.66	8.69	6.60	21.46	11.51	15.15
Classroom Management	8.54	9.00	10.79	11.71	11.11	9.27
Staff Evaluation	6.05	9.50	6.40	16.53	10.53	15.63
Law/Policy	9.67	9.62	4.24	10.34	10.40	23.58

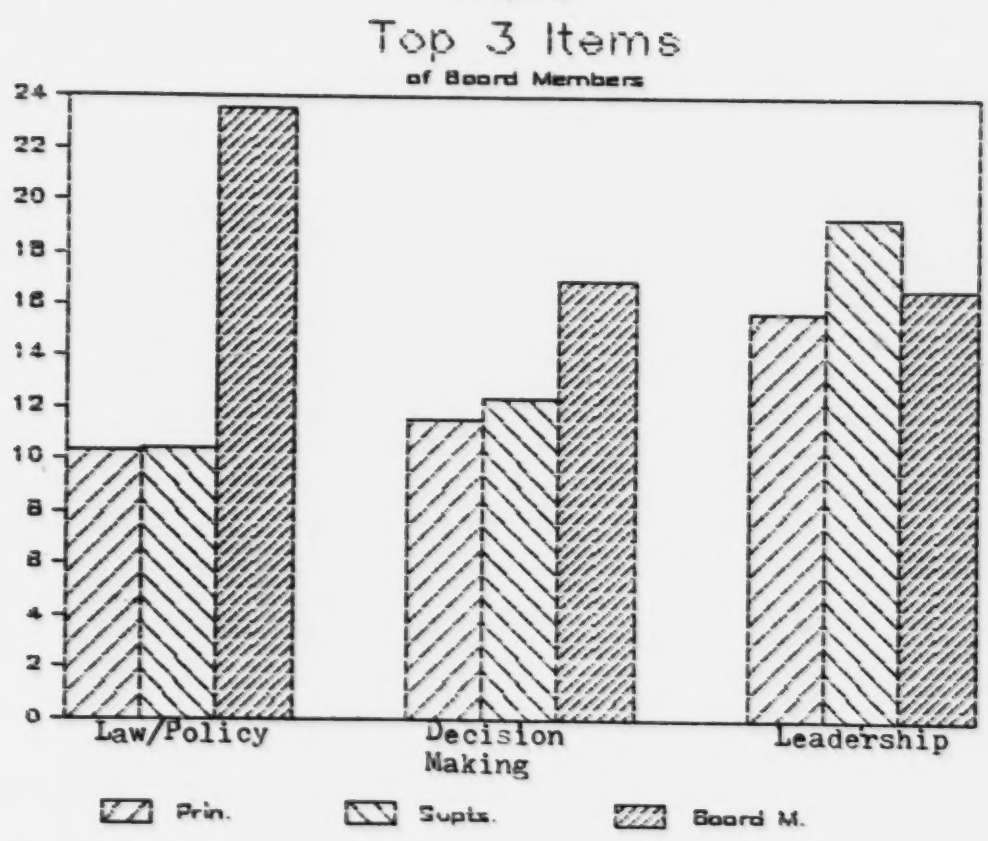
Graph 1


Top 3 Items
of Principals
22
20
18
16
14
12
10
8
6
4
2
0
Curriculum & Instruction
Staff Evaluation
Leadership
Prin.
Supts.
Board M.

Graph 2


Top 3 Items
of Superintendents
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0
Effective Schools
Leadership
Staff Development
Prin.
Supts.
Board M.

Graph 3


Top 3 Items
of Board Members
24
22
20
18
16
14
12
10
8
6
4
2
0
Law/Policy
Decision Making
Leadership
Prin.
Supts.
Board M.